

Vermont's DLM Student Eligibility Criteria

Participation Criterion	Participation Criterion Descriptors	Agree (Yes) or Disagree (No)? Provide documentation for each
1. The student has a significant cognitive disability.	The review of student records indicates a disability or multiple disabilities that significantly impact intellectual functioning and adaptive behavior. <i>*Adaptive behavior is defined as essential for someone to live independently and to function safely in daily life.</i>	Yes/No
2. The student program includes grade-level academic standards in ELA and Mathematics that are consistent with the DLM Essential Elements."	Goals and instruction listed in the IEP for this student include the enrolled grade-level DLM Essential elements and address skills and knowledge that are appropriate and challenging for this student.	Yes/No
3. The student requires extensive direct individualized instruction and substantial supports to achieve measureable gains in the grade- and age-appropriate curriculum.	The student: a. requires extensive, repeated, individualized instruction and support that is not of a temporary or transient nature and b. uses substantially adapted materials and individualized methods of accessing information in alternative ways to acquire, maintain, generalize, demonstrate and transfer skills across multiple settings.	Yes/No

The following are not allowable (or acceptable) considerations for determining participation in the Dynamic Learning Maps Alternate Assessment.

- A disability category or label
- Poor attendance or extended absences
- Native language/social/cultural or economic difference
- Expected poor performance on the general education assessment
- Academic and other services student receives
- Educational environment or instructional setting
- Percent of time receiving special education
- English Language Learner (ELL) status
- Low reading level/achievement level
- Anticipated student's disruptive behavior
- Impact of student scores on accountability system
- Administrator decision
- Anticipated emotional duress
- Need for accommodations (e.g., assistive technology/AAC) to participate in assessment process